Cabot Learning Federation

Herons' Moor Academy Special Educational Needs and Disabilities Policy

Reviewed by	Donna Harris	Jul 2026
Ratified by	Academy Council	Jul 2026
Next Reviewed:		Jul 2027

History of most recent changes

Date	Page	Change	Origin of Change e.g. TU request, Change in legislation
Date	E.g. Whole Document	Detail of change	Reason for change
20th Jan 2020	Whole document	Minor changes to reflect the change of role name of Head Teacher to Principal and Board of Governors to Academy Council.	
May 2025	Whole document	Minor changes to reflect change of role name from teaching assistant to learning partner	

HERONS' MOOR ACADEMY

Special Educational Needs Policy

Definition

A child has special educational needs if he or she has a learning, behavioural or medical difficulty that affects learning and requires special educational provision to be made for him or her. This may mean that a child faces a significantly greater difficulty in learning than the majority of children of the same age, or a disability that makes it hard for them to access facilities within the Academy.

Children must not be regarded as having a learning difficulty solely because the language of their home is different from the language in which they will be taught.

Special educational provision means:

Educational provision which is additional to, or different from, the educational provision made generally for children of their age in School maintained by the Local Education Authority other than special School in the area (Code of Practice paragraph 1.3).

Aims

At Herons' Moor Academy we consider each child as an individual and recognise some children require more support than others. If these children are to be successful in their learning journey, we must recognise this and plan accordingly. We acknowledge that a significant proportion of children will have special educational needs at some time in their educational career. Some of these children may require help throughout their time in Academy, whilst others may need a little extra support for a short period to help overcome more short-term needs. We aim:

- To enable every child to experience success.
- To promote individual confidence and a positive attitude.
- To ensure that all children, whatever their special educational needs, receive appropriate educational provision through a broad and balanced curriculum that is relevant and adapted as appropriate and demonstrates coherence and progression in learning.
- To give children with special educational needs equal opportunities to take part in all aspects of Academy life.
- To involve parents, carers and children themselves in ensuring their special educational needs are met.
- To ensure that the responsibility held by all staff and Academy Councillors for SEND is implemented and maintained.

Roles and Responsibilities/Co-ordination of Provision

Provision for children with special educational needs is a matter for the whole Academy. However particular members of the Academy community have specific roles and responsibilities:

Academy Council

The Academy Council has a specific responsibility to:

- To ensure that the necessary provision is made for any child who has special educational needs.
- Ensure that the child's needs are made known to all who are likely to work with them.
- Ensure that teachers in the Academy are aware of the importance of identifying and providing for those children who have special educational needs.
- Consult the LA and the Governing Bodies of other Schools/Academies when it seems to be necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole.
- Ensure that a child with special educational needs participates in all Academy activities, so far as is reasonably practical. However, consideration needs to be given to the education and safety of all the children in the Academy, and the efficient use of resources, human and physical.
- Ensure that parents are notified of a decision by the Academy that SEND provision is being made for their child.

In doing so, the Academy Council will have regard to the Special Educational Needs Code of Practice and the Disability Code of Practice for Schools/Academies. The Academy Council will appoint a named Councillor with responsibility for SEND.

The Academy Staff

All teachers are teachers of children with SEND and adapt the curriculum to meet their needs. All staff are involved in the development of the Academy's SEND policy and are aware of the procedures for identifying, assessing and making provision for children with SEND. The Learning Partners (LPs) often support children with SEND. Some LPs are appointed to specifically support SEND children with an EHCP. Three staff members have overall responsibility for all the SEND children in the Academy: TheSENDCo, the shadow SENDCo (one nominated teacher) and the Principal

The Special Educational Needs Co-ordinator

We recognise this is a demanding post so the SENDCo will be supported by the Principal and one nominated Shadow SENDCo. The SENDCo role is part of the Assistant Principal's responsibilities.

- Co-ordinating provision for children with special educational needs.
- Overseeing the day-to-day operation of the Academy's SEND policy.
- Liaising with and advising colleagues.
- Supporting colleagues with assessment of needs and referrals.
- Liaising with parents of children with special educational needs.
- Liaising with other SENDCos, Educational Psychologists, Speech and Language Therapists and other support professionals.
- Contributing to the in-service training of staff.
- Requesting EHCP assessments from North Somerset
- Leading and managing the Learning Partner team.

The Principal

The Principal has responsibility for the day-to-day management of all aspects of the Academy's work, including provision for children with SEND. The Principal keeps the Academy Council fully informed and works closely with the Academy's SEND Co-ordinator and the Supporting SENDCo.

Admissions

The Academy Council uses the Local Authority's admission criteria. Children with special educational needs are given equal priority on admission to the Academy, however, children with an EHCP are given higher priority.

Specialist Provision

Herons' Moor Academy is part of the Campus building, shared with Baytree Special School and community facilities. There is full wheelchair access throughout the building and grounds, and disabled toilet/shower facilities. We can request access to a hydrotherapy pool and soft play area, although time is limited.

Allocation of Resources

The Academy allocates funding in the following ways:

- Learning Partners.
- Training for all Teachers and Learning Partners so that they can meet children' needs more effectively.
- Special books and equipment.
- SENDCo salary contribution.

Children have individual or group Target Plans which details short term outcomes. The SEND Register is updated whenever necessary (a minimum of three times a year).

The Academy receives additional funding for some children with severe and complex needs, which is funded via an EHCPA. The allocation of these resources is based on an audit of need.

Identification and Assessment of Children with Special Educational Needs

All children are entitled to a balanced and broadly-based curriculum, including the Foundation Stage and National Curriculum. This policy ensures that teaching arrangements and strategies are fully inclusive. The majority of children will

have their needs met through ordinarily available provision as detailed on the graduated response document. This includes any adaptations to the planned learning and learning environment.

Adaptive Teaching

Adaptive Teaching means carefully planning the use of resources and equipment along with different teaching styles and support to enable most children to access the class learning. . Children make progress at different rates. Not all children learn in the same way, and need to be taught in different ways, acknowledging differing learning styles.

1. Class teachers and subject leaders have the responsibility to ensure that schemes of work make provision for adaptation to meet individual children's needs.
2. Early support for children with special educational needs will usually be within the regular classroom routes by means of adapted tasks, use of manipulatives and resources and/or additional adult support.
3. Where appropriate, children may be withdrawn briefly from the classroom, individually or in a group, to work with the Teacher or Learning Partner or Inclusion Team
4. Where children are working below expected standards for their age, they will be working towards appropriate outcomes from an alternative year group and will have a Pupil Target Plan.

Early Years Action and Academy Action

1. Should a child make little or no progress, even when teaching approaches are appropriately differentiated, the class teacher will discuss this with the SENDCo and appropriate action will be agreed. This may not necessarily involve additional adult support. The class teacher will write a Pupil Target Plan.
2. Pupil Target Plan (PTP) will identify specific targets. Additional strategies to be employed will be detailed on the provision section of the Pupil Target Plan.
3. The PTP and Provision Section will be discussed with the parents (and the child wherever possible). The parents will be asked to agree and sign the PTP.
4. PTPs will be written and reviewed with parents and children when necessary. They will also be shared at parents' evenings three times a year, in line with the whole Academy target setting procedure. Parents will also have access to Edukey/Provision Map online so that they can view and comment on PTPs for their child.
5. The PTP will only record that which is additional to, or different from, the curriculum, and will focus on one outcome at a time. The delivery of the interventions recorded on the PTP is the responsibility of the class teacher.

Professional Intervention

1. Should a child continue to make little or no progress or be working at a level substantially below that expected of children of a similar age, or have emotional or behavioural difficulties, which substantially and regularly interfere with the child's own learning or that of the class group, then the Academy will request support from outside professionals.
2. At all times, records will be kept indicating the support provided and indicate progress made against the targets set.

When pupils at this stage are due to transfer to another phase, for example primary to secondary, planning for this will be started in the year prior to the year of transfer (for example in Year 5).

Education, Health Care Plans

If a child demonstrates significant cause for concern, the Academy may request a Statutory Assessment.

Provisional plans will be considered by the Principal/SENDCo and SEND Academy Councillor.

Arrangements for Training and Development of All Staff

1. Teaching and non-teaching staff may, where possible and appropriate, attend SEND and Inclusion training.

2. The SENDCo will ensure that staff keep up to date with developments regarding Inclusion and SEND through staff meetings and/or in-service days.

3. Particular support will be given to Early Career Teachers and other new members of staff.

Liaison

1. All staff, together with the Principal, will ensure that careful records are kept and transfer documents meticulously completed. When children move to another School/Academy, their records will be transferred within 15 days of the child ceasing to be registered, as required under the Education (Pupil Information) Regulations.

2. The SENDCo will liaise as appropriate with pre-school/academy settings, other Primary and secondary Schools/Academies.

3. The SENDCo will liaise with other agencies when appropriate to the needs of the child. The Academy may seek advice from specialist advisory teaching services, the SEND Team and other professionals.

Monitoring

1. Plans for meeting the special educational needs in the Academy will be reviewed annually.

2. The effectiveness of the SEND provision will be reported to the Academy Council on at least an annual basis.

3. This policy will be reviewed as part of the Academy Council's policy schedule.

Complaints Procedure

The Academy's complaints procedure set out in the Academy prospectus and is available in detail to all parents.

Under the SEND and Disability Act, parents may seek advice on resolving disagreements with the LA and Academy through an independent mediation service. The Academy will make further information about this process available on request.

Evaluating Success

The success of the Academy's SEND policy and provision is evaluated through:

- Monitoring of classroom practice by the SEND Team and subject co-ordinators.
- Analysis of pupil-tracking data and test results.
- Monitoring of procedures and practice by the SEND Academy Councillor and SENDCo in preparation for full Governing Body meetings.
- The Academy self-evaluation mechanisms.
- The Academy Improvement Plan which is used for monitoring provision in the Academy.
- Frequent meetings of parents and staff, both formal and informal, to plan and review IEPs and targets, revise provision and celebrate success.